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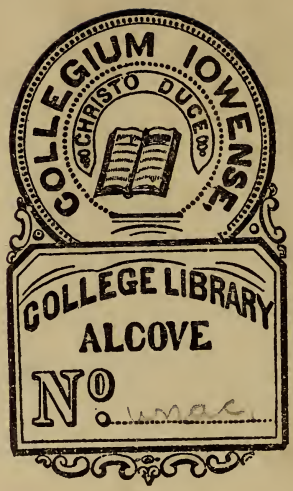

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Transactions and Proceedings

OF THE

National Association of State Universities

IN THE

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1903

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CANTWELL PRESS, MADISON, WIS.

OFFICERS FOR 1903

President — George E. MacLean
President, State University of Iowa

Vice President — James E. Baker
President, University of Colorado

Secretary-Treasurer — Edward A. Birge
Acting President, University of Wisconsin

Executive Committee — The Officers given above, and
Robert B. Fulton
Chancellor, University of Mississippi
George E. Fellows
President, University of Maine

NOTE

The secretary of the National Association of State Universities was directed to print with the proceedings of the Washington meeting an abstract of the proceedings of earlier meetings of the Association. The former secretaries of the Association have not been able to furnish him with the minutes of these meetings, nor has he been able to find the records of any meetings prior to that held in Washington in 1901. The meetings of the Association have been held as follows: Buffalo, 1896; Milwaukee, 1897; Washington, 1898; Los Angeles, 1899; Charleston, 1900; Detroit, July 10, 1901; Washington, November 12–13, 1901; Washington, January 3–5, 1903.

E. A. Birge, *Sec'y.*

Madison, Wis.

CONSTITUTION

Adopted July 9, 1896

The purpose of this Association shall be the consideration of questions relating to the promotion of higher education in all its forms in the Universities of the several States of the Union, and the discussion and prosecution of such questions and plans as may tend to make more efficient in their work the institutions included in the membership of the Association.

I. Name. The Name of this Association shall be The National Association of State Universities.

II. Membership. The membership of this Association may include:

(1). All colleges or universities in the states or territories of the United States which are founded wholly or in part upon those grants of land made by congress to the states upon their admission into the Union, which grants are commonly known as Seminary or University grants.

(2). Any college or university in any state which may be designated and recognized by the state as the State University.

III. Representation. Every institution recognized as a member of this Association shall be entitled to representation in each meeting of the Association through the president or chief executive officer of the institution, or some proxy specially appointed by him.

Any officer, being a member of the faculty or board of regents, of any institution belonging to this Association, shall be entitled to all the privileges of a representative excepting the right to vote.

Each institution recognized as a member of this Association shall be entitled to one vote on any question before the Association, the vote to be cast by its accredited representative.

IV. Officers. The Association shall elect at each annual meeting, a President, a Vice-President, a Secretary and Treasurer, who shall be charged with the duties usually connected with their respective offices. The Association shall at the same time elect two others, who, with the three officers above named, shall constitute the Executive Committee of the Association. The election of officers shall be by ballot. The terms of office shall be one year, beginning at the close of the annual meeting. The President or chief executive officer of any institution connected with the Association may be elected to office. The President of the Association shall be ex-officio Chairman of the Executive Committee.

V. Meetings. At least one meeting of the Association shall be held in each calendar year. Unless otherwise ordered by the Association or the Executive Committee the annual meeting shall be held during the period and at the place in which the annual meeting of the National Educational Association is held. Special meetings may be called by the Executive Committee, provided that four weeks notice of the same is given to each institution connected with the Association.

VI. Additional provisions duly adopted as parts of this constitution:

1. The voting representatives of nine (9) institution members of this Association shall be necessary to form a quorum for the transaction of business.

2. The Association may enact By-Laws for its own government, not inconsistent with the provisions of this Constitution.

3. The Executive Committee is authorized to fill vacancies *ad interim* in the offices of the Association.

4. Amendments to the foregoing Constitution may be offered at any regular annual meeting, and shall be in writing, signed by the mover and two (2) seconds. They shall then lie on the table until the next annual meeting, and shall require for their adoption the affirmative vote of two-thirds of the members then present.

LIST OF INSTITUTIONS

Entitled to membership under the terms of the Constitution in the National Association of State Universities, and which have been represented at one or more meetings of the Association:

Cornell University, Ithaca, N. Y.
Indiana University, Bloomington, Ind.
Louisiana State University, Baton Rouge, La.
Miami University, Oxford, Ohio.
Nevada State University, Reno, Nev.
Ohio State University, Columbus, Ohio.
Ohio University, Athens, Ohio.
Oklahoma University, Norman, Okla.
South Carolina College, Columbia, S. C.
State College of Kentucky, Lexington, Ky.
State University of Iowa, Iowa City, Iowa.
University of Alabama, Tuscaloosa, Ala.
University of California, Berkeley, Cal.
University of Colorado, Boulder, Colo.
University of Georgia, Athens, Ga.
University of Idaho, Moscow, Idaho.
University of Illinois, Urbana, Ill.
University of Kansas, Lawrence, Kan.
University of Maine, Orono, Maine.
University of Michigan, Ann Arbor, Mich.
University of Minnesota, Minneapolis, Minn.
University of Mississippi, University, Miss.
University of Missouri, Columbia, Mo.
University of Montana, Missoula, Mont.
University of Nebraska, Lincoln, Neb.
University of North Carolina, Chapel Hill, N. C.
University of North Dakota, Grand Forks, N. D.
University of Oregon, Eugene, Ore.
University of South Dakota, Vermillion, S. D.
University of Tennessee, Knoxville, Tenn.
University of Texas, Austin, Tex.
University of Utah, Salt Lake City, Utah.
University of Vermont, Burlington, Vt.
University of Virginia, Charlottesville, Va.
University of Washington, Seattle, Wash.
University of Wisconsin, Madison, Wis.
University of Wyoming, Laramie, Wyo.
West Virginia University, Morgantown, W. Va.

MINUTES OF MEETINGS

Sixth Meeting of the National Association of State Universities, Washington, D. C., Nov. 12-13, 1901

The National Association of State University Presidents met in accordance with the call of the Executive Committee in the parlors of the Ebbitt House, Washington, D. C., 12 o'clock noon, November 12, 1901, President Fulton in the chair. The following members were present:

J. T. Kingsbury, President University of Utah, Salt Lake City.
Charles W. Dabney, President University of Tennessee, Knoxville.
Abram W. Harris, President University of Maine, Orono.
George E. MacLean, President State University of Iowa, Iowa City.
M. H. Buckham, President University of Vermont, Burlington.
D. B. Purinton, President University of West Virginia, Morgantown.
Cyrus Northrop, President University of Minnesota, Minneapolis.
W. O. Thompson, President Ohio State University, Columbus.
E. Benjamin Andrews, Chancellor University of Nebraska, Lincoln.
Eugene A. Smith, Professor of Geology, representing the University of Alabama, Tuscaloosa.
Robert B. Fulton, Chancellor University of Mississippi, Mississippi.
William L. Prather, President University of Texas, Austin.
James H. Baker, President University of Colorado, Boulder.
W. C. Spangler, Acting Chancellor University of Kansas, Lawrence.
Walter Williams, Trustee University of Missouri, Columbia.
David R. Boyd, President University of Oklahoma, Norman.
R. H. Jesse, President University of Missouri, Columbia.
Garrett Droppers, President University of South Dakota, Vermillion.
H. C. White, President University of Georgia, Athens.
Webster Merrifield, President University of North Dakota, Grand Forks.
James A. MacLean, President University of Idaho, Moscow.
Joseph Swain, President University of Indiana, Bloomington.

On motion the following committee was appointed by the chair to confer with a committee of the A. A. A. C. E. S., and discuss the question as to whether any form of co-operation was desired:

Presidents Northrop, of Minnesota; Swain, of Indiana; Thompson, of Ohio; Baker, of Colorado; and MacLean, of Iowa, chairman.

At 1 P. M. the meeting adjourned until 3 P. M. At 3:20 P. M. the meeting was called to order by the President and President MacLean of Iowa made the following report:

Resolved: That all the institutions for higher education which are supported by public funds should co-operate to promote common ends;

That we heartily favor co-operation between the American Association of Agricultural Colleges and Experiment Stations and the National Association of State Universities, and to facilitate such co-operation, we favor the holding of an annual convention of each of these associations for the consideration of matters of common interest.

Resolved further: That the program of the joint session shall be arranged by the executive committees of the two associations. Approved.

In regard to the expense of delegates to the Association the following resolution was presented by President Jesse and announced adopted by the association:

That the National Association of State Universities respectfully recommends that each of the Universities pay the necessary traveling expenses incurred by its president in attendance upon the annual meetings of this Association. The adoption of this recommendation would, in our opinion, secure an attendance upon the meetings of the Association that would prove profitable to each University and to education in the whole country.

Third session, 12 o'clock, November 13, called to order by President Fulton. He explained to the Association that he had appointed Presidents MacLean and Swain

to act with himself as a committee to call on the President of the United States, pay their respects and extend their hearty congratulations and greetings. President Roosevelt expressed great interest in the State Universities and received the committee with all courtesy.

It was moved by President Baker that the Executive Committee arrange a program for the next annual meeting at the same place at which the A. A. A. C. E. S. should meet and that the session should begin one day previous to that of this Association.

It was moved by President MacLean that the annual fee for membership in this Association from the several institutions belonging to the Association should be ten dollars. Approved.

By rising vote it was unanimously decided that these association meetings should not in any way depend upon any other association, but the expression of the desire of this Association to have one annual session with the A. A. A. C. E. S. was merely an incident in the general plan of this Association.

JOSEPH SWAIN, *Secretary*.

NOVEMBER 13, 1901

President Swain, the Secretary of the Association, being compelled to leave in order to meet an important engagement, President Merrifield, of University of North Dakota, was asked by the chair to take his place.

The Mondell Bill was informally discussed by Presidents Prather, of Texas; Baker, of Colorado; Boyd, of Oklahoma; and Merrifield, of North Dakota.

On motion the Association adjourned to meet at 10 o'clock this, Wednesday, evening, November 13, in the Red Parlor of the Ebbitt House.

WEDNESDAY, NOVEMBER 13, 1901, 10 P. M.

The adjourned meeting of the National Association of State Universities met in the Red Parlor of the Ebbitt House and was called to order by President Fulton.

President Baker, of Colorado, on behalf of the committee appointed to confer with a similar committee appointed by the National Association of Agricultural Colleges, reported that, as a result of the conference, the committee of this Association decided not to press its overtures looking to co-operation between the associations, and that the conference of the two committees had been adjourned without action.

On motion of President Baker, the meeting adjourned subject to the call of the Executive Committee.

WEBSTER MERRIFIELD, *Secretary Pro Tem.*

Seventh Meeting of the National Association of State Universities, Washington, D. C., January 3 and 5, 1903

The Seventh Annual Session of the National Association of State Universities was called to order by the President, Chancellor Robert B. Fulton of the University of Mississippi, in the Red Parlor of the Ebbitt House, Washington, D. C., at 9:30 A. M., January 3, 1903.

Present at the morning session besides the President: M. H. Buckham, President of the University of Vermont; Joseph Swain, ex-President of the University of Indiana, President of Swarthmore College; E. A. Birge, Acting President of the University of Wisconsin; James H. Baker, President of the University of Colorado; Webster Merrifield, President of the University of North

Dakota; Garrett Droppers, President of the University of South Dakota; George E. Fellows, President of the University of Maine; Professor Henry F. Nachtrieb with a proxy from Cyrus Northrop, President of the University of Minnesota; H. C. White, President of the University of Georgia; Alston Ellis, President of Ohio University, Athens, Ohio; George E. MacLean, President of the State University of Iowa.

The President announced that the Association for the Advancement of Science would call upon President Roosevelt at 10 o'clock, and asked if this Association would call in connection with them. It was moved and carried that this Association should not do so, and that President Fulton be authorized to arrange with Secretary Cortelyou for this body to call on President Roosevelt, if it be the pleasure of the President of the United States to receive us.

President Swain resigned as Secretary, having removed from the State University of Indiana. President G. E. MacLean was appointed Secretary *pro tempore* by President Fulton. The reading of the minutes of the last meeting was dispensed with, they being presented in print.

Dr. William T. Harris, the United States Commissioner of Education, entered, and was upon motion invited to sit as a corresponding member.

The President appointed Presidents Buckham, Swain, and Droppers a committee to nominate officers.

The program was taken up. In the absence of Presidents Bryan and Venable, Professor Nachtrieb in the place of President Northrop opened the subject, "How should attendance on religious exercises at state universities be regulated?" Each member of the Association followed Professor Nachtrieb with a report as to

chapel exercises in his institution. At the conclusion of the extended and most interesting reports it was moved that a committee be appointed to draft a minute incorporating the spirit of the valuable discussions. The President appointed Presidents Buckham, Merrifield, and G. E. MacLean.

Upon motion it was voted that reporters should be excluded and that President Droppers should be appointed a committee of one to give out press reports.

At 12:40 a recess was taken until 2 o'clock.

The Association reassembled at 2:15, President James A. MacLean also being present. President Fulton announced that the President of the United States would receive the N. A. S. U. at noon on Monday.

It was voted to adjourn the afternoon session not later than 5 o'clock, and to begin the evening meeting at half past seven.

The second topic upon the program was taken up, "Should intercollegiate athletics be under official university control?" As President Prather had not yet arrived, Dean E. A. Birge opened the discussion. He gave the experience of the University of Wisconsin. President Prather arrived and read a paper upon the subject under discussion. General discussion followed.

Professor Charles Baskerville, representing President Venable of the University of North Carolina, and Professor Joseph A. Holmes of the University of North Carolina arrived.

At the conclusion of the discussion of the subject, at 4:30, upon motion recess was taken until the evening.

The Association reconvened at 7:30. Commissioner Harris with his secretary was present, and also Principal George R. Parkin of Toronto, representing the Trustees of the Rhodes Will. Mr. Parkin was invited to sit as a corresponding member.

The fifth topic upon the program, "Methods of correcting or eliminating idle or unprofitable university students," was presented through a paper read by President Joseph Swain. It was moved to defer the discussion of President Swain's paper until Monday.

President G. E. MacLean gave notice that he was ready on Monday, if the suggestion met with favor upon the part of the Association, to propose formally certain amendments to the constitution.

The third topic upon the program, "How may the Cecil Rhodes scholarships be made most useful in the States?" was then taken up and a paper was read by President George E. MacLean, followed by a paper from President James A. MacLean. Principal Parkin opened the general discussion and made an extended report as to the progress of negotiations upon the part of the Rhodes Trustees at Oxford. He also questioned the members of the Association and sought suggestions with reference to the award of the American scholarships. Commissioner Harris made an exceedingly suggestive address upon the subject of the American scholarships. At the conclusion of a most interesting session, President James A. MacLean offered the following motion, which prevailed:

That the chairman appoint a committee of five to report to the Association on the subject of the Rhodes scholarships:

The President appointed the committee as follows: MacLean of Idaho, Prather of Texas, MacLean of Iowa, Baker of Colorado, Fellows of Maine.

The committee on nomination of officers, through the chairman, President Buckham, reported the following names: for President, G. E. MacLean; for Vice-President, Jas. H. Baker; for Secretary-Treasurer, E. A.

Birge; for additional members of the Executive Committee, R. B. Fulton, Geo. E. Fellows.

The report of the committee was adopted, and these gentlemen were declared elected.

At a late hour a recess was taken to 9 o'clock Monday morning, January 5th.

The Association met at 9 o'clock the morning of January 5th. Present, in addition to those heretofore recorded, President David Starr Jordan of Leland Stanford Jr. University, ex-president of the University of Indiana, who was invited to sit as a corresponding member. Dr. Harris was also present. President Birge, having been excused, was absent. At the suggestion of Dr. Harris an executive session was held to consider the report of the committee on the Rhodes scholarships.

Commissioner Harris was invited to lead in the round table discussion of the general subject.

During the remarks of Dr. Harris, E. Benjamin Andrews, Chancellor of the University of Nebraska, entered. At the close of the round table the report of the committee on the award of the American scholarships under the Cecil Rhodes bequest was presented by the secretary of the committee, G. E. MacLean. The motion was made to take up the report section by section. After thorough discussion of each section, the five sections of the report were adopted, as follows:

I. It is recommended that the candidate should be selected from college students of not less than junior standing, and that in no case shall he be more than two years beyond his bachelor's degree. The candidate shall be advised to enter as a rule upon undergraduate work for honors at Oxford instead of research work.

At Principal Parkin's suggestion this section was amended by the insertion of the following after "bachelor's degree:"

The age of a candidate when he enters upon his scholarship shall not exceed twenty-four years, and he shall be unmarried.

II. An agent or secretary of the trustees of the Rhodes will shall prepare, in coöperation with the authorities of the University at Oxford, or independently, and shall annually send out on the application of the local authority (hereinafter provided) in each state or territory sealed sets of examination questions, which may be used for the competitive scholarship test and also for the preliminary test of the candidate's fitness to enter the University at Oxford. The aforementioned representative of the trustees shall also send out rules for the conduct of these examinations.

III. The local authority (hereinafter provided) in each state or territory shall have the privilege of deciding whether to use the above examination questions as a competitive test of scholarship or to use some other test, but if this examination is held it shall be held according to the rules prepared by the aforesaid agent or secretary. The papers shall be examined and passed upon by the local authority, and filed subject to the call of the agent or secretary.

IV. The local authority in each state or territory shall be the president of the state or territorial university, in conjunction with representatives from institutions whose standards are at least equivalent to those of the university, and this authority shall formulate, either on the plan of rotation among institutions or competition among individuals, a method for the selection of the candidate under the terms of the Rhodes will. Where there is no single state or territorial university, the president of an institution to be designated by the agent or secretary of the trustees of the Rhodes will shall

perform the function of the president of the state university, in conjunction with the representatives of other institutions, in the manner above provided.

V. Finally, it is recommended that all the expenses of the local authority hereinbefore mentioned shall be met without cost to the trustees of the Rhodes will.

The report as a whole was unanimously adopted.

On motion, the following preamble to the resolutions was adopted:

In response to the invitation of Principal George R. Parkin, representative of the trustees of the Rhodes will, and in consonance with the request of the trustees transmitted last July through the Ambassador of the United States to the Court of St. James, the Secretary of State, the Hon. John Hay, and the Governors of the several states, the following resolutions are respectfully submitted by the National Association of State Universities in the United States.

The executive session was closed at 11:30 A. M., and Principal Parkin was invited to enter. The resolutions were read to him. He expressed his gratification that at his suggestion Section I was amended by the insertion of, "the age of the candidate when he enters upon his scholarship shall not exceed twenty-four years, and he shall be unmarried."

At five minutes to twelve, President Fulton announced that the hour to call upon the President of the United States was at hand, and a recess was taken until 1 P. M.

During the recess the Association was received by President Roosevelt in the Cabinet Room in the new offices at the White House. Some twenty minutes were passed in the interview with the President, and the cordiality of his reception was marked. He gave expression to his pleasure in meeting the gentlemen and his interest in the work of the institutions.

Upon reconvening in the Ebbitt House at 1 o'clock, Principal Parkin made a statement to the Association of his desire that the recommendations should be sent to the Rhodes trustees, and of his plans to continue his travels in order to consult with educators in the states and in the colonies of Great Britain. He desired informally an afternoon's conference with the Association for advice in arranging his itinerary and in the selection of centers in the United States where he could conveniently meet with the educators representing groups of contiguous states.

The following amendments to the constitution were offered by President MacLean and seconded by Presidents Fulton and White, and laid upon the table until the next annual meeting, in accordance with the provision for amendments to the constitution:

1. Under article "Name," at the end of the article "Name," insert "and allied institutions."

2. Under Article II insert the following after sec. 2:

3. Such other allied institutions as the Association may elect.

4. The Association may elect individuals as special members without votes, men of distinction or who have retired from presidencies or professorships in the institutions which are members of the Association.

President Buckham presented the report of the committee appointed at the first session to prepare a minute on the subject of religious exercises at state universities. The report, which was unanimously adopted, was as follows:

A most interesting and profitable discussion of topic number 1 in the program elicited the following views on which there was substantial agreement:

While under modern conditions Universities and Colleges are not charged with religious instruction of stu-

dents, and in some states are by constitutional enactment and judicial decisions inhibited from giving such instruction, yet the ethical and religious elements of character are so essential to the sane and complete human life, both of the individual and the community, that educacational institutions cannot but have a deep interest in all agencies which are or may be helpful in the formation of such character, and ought in all legitimate and prudent ways heartily to co-operate with and use such agencies. Our State Universities ought therefore wisely and earnestly to study ways and means for using most effectively for this end chapel services, daily or occasional; assemblies; Young Men's Christian organizations; addresses by men of light and leading; and all other available means of appealing to and nurturing the ethical and religious nature of students in ways which will be to the highest possible extent instructive, uplifting and inspiring.

President Merrifield presented the fourth subject upon the program: "Schools of Mines and State Universities."

It was moved by President White and seconded by President Prather that the matter of the Mines bill be referred to the Executive Committee with power to act.

The Association adjourned *sine die* at 3:10 P. M. Monday, January 5th.

G. E. MacLean, *Sec'y Pro Tem.*

Minutes of the Executive Committee of the National Association of State Universities, Washington, D. C., the Ebbitt House, January 5th, 6 O'clock P. M.

Present — Fulton, Baker, Fellows, G. E. MacLean. Absent — E. A. Birge.

It was moved that the Secretary-Treasurer be requested to prepare and have printed suitable blanks for statements of dues and receipts.

It was voted that all institutions eligible to membership be invited to become active members of the Association.

It was voted that the fiscal year of the Association should run from January 1st to December 31st.

It was voted to print Volume One of publications of the Association under the title, "Transactions and Proceedings of the National Association of State Universities in the United States of America."

It was voted that the contents of Volume One should consist of the abstracts of the sessions of the Association from the beginning, 1896, to date, together with the papers presented at this Association, namely, those of Presidents Prather, G. E. MacLean, J. A. MacLean, and Swain.

There was discussion as to the time, place, and program of the next meeting of the Association. No final action was taken. Mention was made of the possibility of meeting at Boston in connection with the National Education Association; at Washington at the time of the meeting of the Colleges of Agriculture, or at St. Louis.

The suggestion met with favor that some representative high school man or men should be invited to present papers in connection with some subject of common

interest to the high schools and universities. Definite action was deferred, to be taken up by correspondence.

The committee appointed Messrs. MacLean, Fulton and Fellows a sub-committee to seek a hearing in conjunction with the committee of the Association of Agricultural Colleges and Experiment Stations before the Committee on Rules of the House of Representatives, on H. R. 8735, the School of Mines bill.

The committee adjourned at 6 P. M.

PAPERS PRESENTED AT THE WASHINGTON MEETING

Should Intercollegiate Athletics be Under the Control of University Authorities?

President Wm. L. Prather, The University of Texas

The broad question of the proper relation of university authorities to athletics naturally raises a number of subsidiary questions. The discussion of athletics in a meeting of this kind at once makes it plain that college authorities have had the subject called to their attention in many practical ways, and that the time has passed when books, or even books and laboratories combined, can be looked upon as the sole instrumentalities of education. It is probable that both these points of view were present to the mind of our distinguished President when he proposed athletics as a topic for discussion at this meeting. It is, however, the latter aspect of the problem that makes the stronger appeal and that more easily opens up the subject for discussion.

Education is not merely concerned with mind, to store it with information and to train it to use its powers effectively; it also has the larger duty of developing the man, throughout the round of his being. Books and teachers, laboratories and investigators, can and do further this end; and it may be that the practice of the past finds its justification in the *predominant* utility of these agencies of education. But in recent times we have come to see that there are other agencies which can, at least to some extent, aid in the accomplishment of the end of education. For character and practical

efficiency are perhaps after all quite as important as intellectual ability alone. Right thinking is unquestionably highly important, but we may well ask ourselves whether its greatest importance does not rest upon its utility in making possible right action.

And it is from this point of view that the importance of athletics becomes fully apparent. Athletic activities are extremely varied, and bring into play very different parts of the nature of man. According to whether such activities are healthful or unhealthful, the powers and characters of young men must needs be beneficially or injuriously affected. Among us the thought is a recent one, and yet it is a thought at least as old as the civilization of the Greeks, that games, spontaneous activities, are among the most potent forces available to the educator. If we can graft useful habits upon these stocks, spontaneously furnished by nature, we can knit these habits closer into the fabric of character, and furnish them with a broader and healthier rootage. If we adopt the opposite course, and attach habits to faculties which are brought into being and kept in existence by an artificial, a hothouse fostering, our contributions to character can have but a precarious attachment, unlinked to the roots of being. In short, the healthy and spontaneous interest in athletics, characteristic of American college students of the day, offers the educator many opportunities of high value. Whether these opportunities are to be taken advantage of for the benefit of our charges, or are to be neglected, allowing immature interests to lead young people into the formation of harmful habits, will depend upon the attitude towards athletics assumed by college authorities.

But you will naturally ask at this point for some specification of the benefits that may accrue from properly

conducted athletics, and while your question can not be fully answered, or even discussed within the time properly at my disposal, some suggestions at least of these benefits may not be out of place.

That athletics under proper safeguards, as to the forms indulged in, and the bodily condition of the students participating, will prove beneficial to the physical health of the participants, needs no insistence. Nor need I, before this audience, dwell upon the very great importance of physical health to college students. You will also probably agree with me, that while the number of students directly taking part in athletics is comparatively small, the example set by them very potently encourages in their fellows appreciation of the benefits of physical training, and of the delights cf sound health. Again, athletics furnish no inconsiderable training to practical aptitude and judgment. Student business managers acquire valuable experience, and every member of a team learns to work in his place, and not out of it, as a part of a body striving towards a common end with high energy. Self-control, adjustment to others, quick judgment, leadership, these and many other valuable and practically useful qualities, may be healthily learned by the athlete. And another noteworthy advantage of athletics is its cultivation of loyalty and esprit de corps. Day by day the members of the university, faculty and students alike, meet in small groups at various class exercises, and engage in occupations that, as a rule, make little appeal to the emotions. At athletic contests and celebrations, the whole, or nearly the whole, of the academic constituency is present in a body, deeply stirred by one interest centering in the university. University men should be and are proud of the intellectual achievements and victories of their institutions, and it is for

such achievements that universities exist; but it is not in human nature, especially as it appears in young people, that such successes should make as strong and intense an appeal to the feelings as athletic achievements. Nor, as we well know, do athletic contests stimulate the loyalty of students and faculty only. Beginning at the center, university enthusiasm spreads like a wave, reaching alumni and friends far away.

But it is the moral training incident to properly conducted athletics that I am disposed to look upon as most valuable. It is necessary for the athlete, in order to be successful, to exercise rigid control over his habits and mode of life. An exceptionally strong public sentiment demands of him temperance in all directions and prudence to a degree not easily attainable, otherwise, by young men. And here again example has more than its usual strong influence. The college athlete, as we all know, is an important college personage, and if habits of temperance and self-control can be instilled into him, and can come to be followed by him because of the greater power for success thereby placed at his disposal, it is only natural that his fellow students, generous hero worshipers that they are, should, in some measure at least, make approach to this, their college ideal. And to the business side of athletics there is an important moral aspect. Contracts are to be made, and kept or broken, and, repeatedly, nice points of business honesty and honor arise, and have to be decided. When athletics are conducted upon a high plane, there is no school so peculiarly fitted to instill in young men of college age high principles of honor, honesty and fair dealing.

I have tried thus briefly to suggest to you the possible educational services of properly conducted athletics. That these services are not always rendered we all

know, and that the services accomplished are far short of what they might be, is only too plain. It may be that the picture I have drawn portrays the benefits of athletics when ideally organized, rather than of athletics as they now exist, or as they are likely to be conducted in our present-day institutions. But it is sometimes well to set before us the ideal pictures of the mind, if only to stimulate us towards some measure of approach thereto, in our actual plans of work.

You have realized long before this that I have in effect set before you what I conceive to be the proper answer to the question on our program. If athletics are an important educational agency, which must needs affect university life very vitally, and if they are open to highly injurious abuses, it goes without saying that some measure of official control over them is imperative. The real question is how best to control them, or rather, the really vital question is, how can they be wisely directed without impairment of that spontaneity which is the soul of all athletics, and indeed of all genuine sport. I assume it to be self evident that every university must pass regulations which, among other things, exclude from its athletics any but *bona fide* students; it should insist on at least a minimum of classroom efficiency on the part of all participants; it should require the maintenance of a high standard of amateur sportsmanship; and strongly encourage financial honesty and honor in all business dealings.

But rules will not enforce themselves, and we must ask what individual or body is to be invested with the authority and responsibility for enforcing the rules suggested. And here the essential spontaniety of athletics, and the proper and natural interest in them of every university and of the alumni and friends, together, furnish

the answer. First, a large measure of student responsibility and control is quite indispensable; to take athletics entirely out of the hands of our students would be to degrade it from play into work, and to destroy the *raison d' etre* of its educational efficiency. Second, athletics make a strong appeal to the alumni and friends of the university and are a potent means for keeping alive their helpful interest. We have all, doubtless, had our experiences with the low standards and high enthusiasm of our alumni and friends; we know how well they mean and how badly they perform in matters athletic, and others as well, and yet none of us probably would or should be willing to deny ourselves their assistance in this or any other direction. We need them, and, by giving them a proper measure of responsibility and control, we can probably best aid them in doing the service they are loyally eager to perform. The third party, in the control of athletics, must needs be the university itself. On the officers lie the brunt of the responsibility; by them is made possible the greatest continuity of policy and healthiest evolution of practical ideals; and in them exist the widest information and, probably, as we may say without immodesty, the highest training. In short, athletics should be submitted to a *mixed* control. Preferably the authority should be vested in a single body, containing representatives of students, alumni and college officers. But, and this is a point of great importance, in this directive body, the college representation must necessarily act as the predominant partner. Without that precaution, continuity of policy, security of action, based on a wide knowledge of university interests as a whole, and a genuinely awakened sense of responsibility, cannot be secured.

In conclusion, allow me to say that I make no apology for speaking of athletics rather than of intercollegiate athletics. All of us would admit as self-evident that, for the present at least, our college athletics must be intercollegiate if they are to exist at all.

The Cecil Rhodes American Scholarships

President George E. MacLean, State University of Iowa

Stratford-on-Avon has given us two men of imperial imagination — two men who in most majestic vision saw

> "The cloud-capped towers, the gorgeous palaces,
> The solemn temples, the great globe itself."

Unabashed they treated all as an "insubstantial pageant" because they wielded the magic art of Prospero, and could say,

> "These our actors
> As I foretold you, were all spirits."

Naturally at the opening of the seventeenth century Shakespeare, the man of letters, gave homage to action in drama; at the opening of the twentieth century, Rhodes, the man of deeds, paid tribute to letters by donations. Both men could deal with nothing less than universals, and found letters and life inseparable.

Mr. Rhodes' endowment, among others, of approximately one hundred American scholarships at Oxford, two for each state and territory, yielding $1,500 a year for each scholarship for a possible period of three years, promises the realization of his purpose, "the union of the English speaking peoples throughout the world." He reasoned well in the codicil to his will when he said, "for a good understanding between England, Germany

and the United States will secure the peace of the world, and educational relations form the strongest ties." His idea is worthy of the twentieth century. More than a hundred years ago Washington's will, making a bequest for a national university at Washington, was a precursor of the cosmopolitan university provisions of this true imperialist's will. Tennyson sang of "The Parliament of Man, the Federation of the World." (Rhodes raises out of the political dream a greater and more immediately practical spiritual federation of the world through the common republic of letters. His provisions are along the lines laid down by Oxford when she began her work of providing for the affiliation of colleges in the colonies and dependencies.)

The great gifts of Carnegie to the Scotch University and Carnegie Institution at Washington are complemented in a plan of world wide scope. It is a mighty idea that will bear rich fruitage beyond our anticipation in the international, industrial, educational and political realms.

As to the application of the will in England, we can trust Oxford to adjust herself to the gift and to make without disturbance arrangements for the work contemplated and for the adequate fulfillment of Rhodes' wishes. Here in America we have ready at hand in the state and public school system, and nationally endowed universities and colleges, means for impartial appointments from among the candidates who may appear.

As is well known to many of us, the trustees of the Rhodes' will addressed a communication on the 16th of last June to Mr. Choate, the United States ambassador, containing the provisions of the will relating to scholarships. They requested that the views of the chief officials having the control of education in the various states

and territories be ascertained and communicated to the trustees. The Honorable John Hay, on the 5th of July, enclosed a print of the communication above referred to, to the governors of the states and territories. In turn, to take a single example, the Governor of Iowa communicated with the state superintendent of instruction and with some college presidents. Possibly the reproduction of two responses from presidents may bring out clearly the points for discussion and serve as typical letters. First, from the letter of President Dan F. Bradley, of Iowa College at Grinnell. He says:

"After studying carefully the terms of the bequest, I respectfully submit the following, viz.:

"1. That scholarships be awarded by the governor after competitive examination held in each state and territory under the authority of the governor thereof.

"2. That the governor appoint an examining committee of five competent scholars who shall conduct such examination at a central location, the expenses to be paid by each state, to nominate such candidate to the governor.

"3. That only such students be eligible to such examination who hold a bachelor's diploma from a university or college of recognized standing in the state.

"4. That such candidates be (*a*) men or women [President Bradley must have failed to notice the limitation to "male" students in the provisions of Mr. Rhodes' will]; (*b*) bona fide residents in the state; (*c*) under twenty-five years of age; (*d*) not engaged in any profession; (*e*) unmarried; (*f*) in robust health.

"5. In the selection of the examiners care should be had to select (*a*) those who are not closely identified with any of the faculties of the universities or colleges likely to send candidates for examination; (*b*) those

who are not merely scholars, but men of affairs noted for good judgment.

"6. Not more than two candidates should be permitted to compete at any time who have diplomas from the same university or college, these two candidates to be selected by the faculties of the institutions from which they received their diplomas."

The second letter is one written to Governor Cummins by me.

"Following the printed excerpts from Mr. Rhodes' will as to American scholarships, I venture the following suggestions, the first of which may be superfluous:

"1. That the trustees follow literally Mr. Rhodes' suggestion as to the four qualifications for an election to a scholarship, namely: I, literary and scholastic; II, fondness of and success in manly outdoor sports; III, qualities of manhood as enumerated; IV, exhibition of moral force of character.

"2. Following Mr. Rhodes' suggestion, a marking system distributing the marks as he suggests, and taking 200 as the maximum number of marks. I believe that Mr. Rhodes must have seen that this would give opportunity, for example, to give 20 points to literary (power of expression) and 40 points to scholastic attainments, out of the possible 60 under Point I.

"3. In line with Mr. Rhodes' suggestion for the first classification and examination, we remark as follows: This examination in a state like Iowa with a state university, should be given by the university. The university should invite representatives from the college section of the State Teachers' Association to sit as assessors, this college section being a practical federation of the university and the standard colleges of the state.

"4. Mr. Rhodes provides for the second and third qualification respectively by ballot by the fellow students of the candidate. The examining board above mentioned should arrange for the taking of this ballot simultaneously by the fellow students in the institutions respectively from which the candidates come.

"5. The above mentioned board in the same way should receive the fourth qualification made by the head master, that is, president of the candidate's school.

"6. The marks obtained by each candidate should be tabulated and averaged by the university board above mentioned, and sent as Mr. Rhodes directs for the consideration of the trustees.

"In explanation of the suggestions made I offer the following remarks: It is assumed that at least the entrance requirements (Responsions) at Oxford must be met by these candidates. It would seem to me desirable that the American scholarships should be taken by men who have ambitions to be class and not mere pass men, men who go in for the 'honour schools.' The preparation of students in the middle west would therefore be that of our best high schools in the classical course, plus not less than a year in some standard college. The candidates, therefore, would be American college students. In some colleges they would have to complete the sophomore year. The regulations suggested, therefore, speak of the university, with professors from the standard colleges as assessors. As the greater includes the less, the scholastic examinations would be upon the college work only, and the balloting properly would be by college mates. If the student is competent at the end of his freshman year in our colleges to meet the entrance requirements at Oxford, with the three years' residence there, the time required would be the same as

if he remained in the ordinary American college. I deem it extremely important that the scholarships should not be open to those who have not had at least a year in an American college. I have assumed that the trustees will require the highest standards of admission to the colleges of Oxford, and the subjects required there for the different groups of study or 'schools.'

"It will be hard to adopt one set of general regulations that will be equally fitting for the American scholarships in all the states and territories of the Union. In the great middle and western and southern states it might be possible to have general regulations, because these states have great public school systems crowned by great state universities, and the National Association of State Universities would be able to handle this subject equitably. In the New England states, for the state university there might be substituted the senior institution of learning; for example, Harvard in Massachusetts, Yale in Connecticut, and, I believe, Columbia in New York, and Princeton in New Jersey.

"Mr. Rhodes refers to the 'minister having the control of education,' which fits a colony or province. In a state, this might suggest a state superintendent of public instruction, but in most of the states the state superintendent has to do with the common or lower schools. In some states the head of the state university, as, for example, in Nebraska, is called in the statutes, 'the chief educator.' For Mr. Rhodes' purpose it is likely that in most cases the president of the state university would most nearly fill the function thought of. I notice that Mr. Hawksley, in his letter, moves along this line of thought in asking for the opinion of the leading educational authorities in the United States, especially the heads of Harvard, Yale, Columbia, and other universi-

ties. It will be observed that while the site of the examination and of the administration is placed at either the senior university or the state university, I have emphasized that there should be assessors from other standard colleges invited to sit with the university. This is in accordance with the spirit of fair play and the present happy operations of the university and the standard colleges of Iowa. Oftentimes, the candidates would come from the small colleges, and their interests are safeguarded, while the responsible institutions, the universities, recognized by the spirit of Mr. Rhodes' will and the spirit of the communication of his trustees, are charged with their share of the administration. I have assumed that the scholastic examinations would issue, in accordance with the provisions of Oxford, from there and that they would be sent under seal to be given simultaneously at different centers in this country.

"The president of the college before casting his vote should have conference with the principal of the high school or academy from which the candidate comes, and it is possible that the votes of the senior class in the high school should form an element."

Further, I am permitted to quote from a letter of Mr. W. R. Morfill, of Oxford, written in reply to inquiries of mine. He says: "I have consulted some of the authorities here, and the rules which are pretty well settled in the various colleges about the reception of the Rhodes' scholars seem to be as follows:

"(1.) The scholars can come either as undergraduates or as research students; thus they can be practically graduates according to the American system when they arrive. If they wish to come as undergraduates (in the ordinary sense), they must pass Responsions (or Smalls, as the examination is called in slang); if they wish to

come as research students, they must get the certificate of the board which superintends their particular branch of study.

"(2.) As regards their residing in college, or not; that will depend upon themselves, as a complete choice is now allowed in these matters."

It is self evident that the American students must have sufficient scholastic preparation to avail themselves of the opportunities in Oxford, and to hold their own with the other students of the university. It is further evident that the organization at Oxford will permit of two kinds of preparation, and therefore possibly two classes of students. First, those able to pass responsions, which includes (*a*) stated subjects; (*b*) additional subjects. The candidate must offer arithmetic, and either algebra or geometry, together with Greek and Latin grammar, and translations from English into Latin prose and selections from Greek and Latin authors. The entire preparation of our students and the additional subjects to be taken as responsions, would be broader than would appear from the enumeration of the subjects in responsions; for the students would need to be ready later to proceed to both first (moderation) and second (greats) public examinations. These in turn would depend upon which one of the eight honor schools or groups of studies they would enter. It has been assumed that we would not tolerate that our scholars should be simply pass men.

May we not then conclude with unanimity that the American candidate should *at least* have completed his sophomore year in a standard college, and that he should be advised that it is extremely desirable that he have his American bachelor's degree.

The second class of candidates would be those entering for special study and research and proceeding to the newly instituted degrees of Bachelor of Letters and Bachelor of Science. A candidate for either degree must be of the age of twenty-one years, and (*a*) must either be a B. A. in the University of Oxford, or give evidence of a good general education; (*b*) he must give evidence to the board of faculty or studies to which the course of study or research on which he proposes to enter belongs, of his fitness to enter on it, as well as that it is such as may profitably be pursued within the university. [Page 218, Students' Handbook, University of Oxford, 13th edition, 1895.]

It is evident that these candidates must, by all means, be graduates of the American college.

The following limitations as set forth in the Students Handbook upon these degrees, would make the first class of candidates seem the more desirable:

"Unlike Degrees in Arts, Degrees in Letters or in Science will not carry with them any share in the government of the University; nor will a Bachelor of Letters or of Science be allowed to proceed to the Degree of M. A. unless he has at some time qualified himself for, and taken the Degree of Bachelor of Arts. And unlike students in Arts, whose work for the University Examinations is directed by the Colleges, candidates for these Degrees will throughout their course find their work supervised and directed by University officials, or by persons appointed by the Boards of the Faculties or Studies who derive their authority from the University itself."

Having established that our candidates preferably should be college graduates, and in no case below entering junior standing, many problems of administration are simplified for us.

The administrative board should consist of university or college professors. The scholastic examination should be upon college work. The examinations should be given simultaneously in all the states and territories. At the same session of the administering board the sealed ballots of the college classmates should be opened. The uniform marking system should be followed. Liberty should be given to each state to constitute its own board according to its peculiar needs, but under the principles that educational and not political authorities should appoint; as, for example, the board of regents in the state of New York. Where state universities prevail, the university should serve impartially and without expense the colleges of the state, and the colleges should be represented on the administering board. If a permanent co-ordinating American administrative center is requisite, no better place could be found than the office of the United States commissioner of education.

General directions or regulations such as the trustees of the will with the advice of Dr. Harris and Principal Parkin might draft, would guide these administrative boards and secure a reasonable degree of uniformity of administration and maintain standards. This Association of state universities would do well to offer its services, and by the appointment of a committee to confer with committees from some corresponding bodies like the Association of American Universities, the Association of New England Colleges, and the North Central Association of Secondary Schools and Colleges, might under the co-ordinating advice of Dr. Harris and Principal Parkin submit a draft of suitable regulations.

We may heartily agree with Mr. John Corbin in his preface to "An American at Oxford:"

"Whether or not Americans at Oxford become imbued with Mr. Rhodes' conceptions as to the destiny of

the English peoples, they can scarcely fail to observe that Oxford affords to its undergraduates a very sensibly ordered and invigorating life, of very sensibly ordered and invigorating education. We have assimilated, or are assimilating, the best spirit of German education; and if we were to make a similar draft on the best educational spirit of England, our universities would become far superior as regards their organization and ideals, and probably also as regards what they accomplish, to any in Europe. The purpose and result of an introduction of English methods would of course not be to imitate foreign custom, but to give fuller scope to our native character, so that if the American educational ideals in the end approximate the English more closely than they do at present, such a result would be merely incidental to the fact that the two countries have at bottom much the same social character and instincts. If Mr. Rhodes' dream is to be realized, it will probably be in some such tardy and roundabout but admirably vital manner as this."

Plan of Award of Rhodes Scholarships

President James A. MacLean, University of Idaho

I. There shall be a general board with advisory powers, consisting of five or seven members, named by the United States commissioner of education, whose place of meeting shall be Washington, and who shall be charged with the following duties:

(1). They shall prepare — in coöperation with the authorities of Oxford University or independently — and annually send out on the application of universities and colleges concerned, sealed sets of examination questions which may be used for the competitive scholarship test

and also for a preliminary test of the candidates' fitness to enter Oxford University and one of the colleges of Oxford University.

(2). They shall send out rules for the conduct of these examinations, and shall name some responsible person or persons to act as presiding examiner at the place of examination.

(3). The authorities of each college or university concerned shall have the privilege of deciding whether to use this examination as a competitive test of scholarship, or some other test, but if this examination is held it shall be held according to the rules of government prepared by the general board, the papers shall be examined by a committee of the faculty of the college or university concerned, the results shall be announced to the general board and also to the state board hereinafter described, and the papers shall then be filed subject to the call of the general board or of the state board.

(4). In case of vacancy in the state board for reasons hereinafter appearing or for any reason, the general board shall have power to fill the vacancy.

(5). The general board shall be charged with the duty of making general recommendations from time to time, to the trustees, to the authorities of Oxford University and to the colleges and universities of this country in furtherance of the national and international aims and purposes of the founder of these scholarships.

II. There shall be a state board of nomination consisting of three members, viz: The chief justice of the supreme court of the state, the state superintendent of education, and the president of the state university, who shall be charged with the following duties:

(1). They shall indicate, either by general rule or annually, the university or college or other institution of

higher education within the state to which the scholarship for a given year shall be assigned and shall ask the faculty of that institution to recommend the beneficiary for that year.

(2). This recommendation may be approved or for good and sufficient reasons returned to the faculty recommending together with a statement of reasons for rejection.

(3). If the recommendation is approved, the state board of nomination shall nominate the candidate to the trustees for appointment to the scholarship assigned to the state.

III. The faculty of the university or college making the recommendation shall conform to the wishes of the founder as expressed in sections I, II, III and IV of the will and any failure in this regard will invalidate the recommendation before the state board.

Notes

I. It is evident that the field of choice is limited to those who are able to pass the Oxford entrance examination and the examination of one of the Oxford Colleges.

II. It seems that it would be practically impossible to apply the provisions of the will to the graduates of the secondary schools on account of the impossibility of finding any basis for a comparison of the skill in athletics, power of leadership and moral worth of candidates from different schools, while the number of secondary schools involved forbids any plan of rotation. "The provisions of the will point almost of necessity to selection from a common body of men. This common body is found in the undergraduate life of the American college or university where the graduates of the different

schools are assembled and tested through living and working together. Allowing two years for college culture, for the development of manliness, and for full initiation into American college life, the period of selection might be expected to fall at the end of the sophomore year."

III. The selection of the scholars should be entrusted to certain selected universities or colleges — one or more in each state. In states where two or more are named a system of rotation based perhaps on attendance in the college of liberal arts should be adopted, so that one university and only one should recomend a candidate for the scholarship for a given year.

IV. The national and international aims and purposes of the founder suggest the creation of a national board for the general supervision of the operation of any plan of awárd that may be adopted.

V. It would appear that the founder had also in mind the commonwealths, as separate educational unities and this thought should be perpetuated in the plan of award.

Methods of Correcting or Eliminating Idle or Unprofitable University Students

Dr. Joseph Swain, President Swarthmore College

Any device to induce a student to work is not permanently valuable unless it brings the student himself to see in some way that work is a blessing and not an evil, and that he will never do the best work unless it brings him pleasure. Work is the natural outgrowth of an abiding interest in something. President Eliot of Harvard is said to be able to do an unusual amount of work because he gets so much joy out of it. The student

needs no prodding who has learned that the highest joy comes from honest, faithful, fruitful work, and recreation and other pleasures have their greatest significance and enjoyment when they prepare one for the serious work of life, which should bring to one his greatest happiness.

If all students had the view above stated as a working theory the duties of the college teacher would be simplified but they would not be half as interesting as they are now. As long as the student has a great bundle of human nature in him, which he will have as long as human life itself lasts, there will need to be thrown about him favorable conditions in order to make the most of him.

As a method of eliminating idle or unprofitable students by making otherwise worthless students good for something, I would say, begin with the faculty. (I assume the undergraduate is here referred to. The graduate student who is unwilling to work should be simply advised to quit and there let the matter end.) Be sure you have in your faculty teachers of enthusiasm, energy, devotion to their calling, well trained in a knowledge of the subjects which they teach, who by example as well as precept instill lessons of continuous and fruitful work. If the teacher is half-hearted, dry and uninteresting, if he is not himself a student and a hard worker, there is little inspiration from such a teacher for effort on the part of the student. On the other hand, if the teacher never forgets the point of view of the learner, by always being himself a learner, has the vigor which comes from constant growth, and is as much interested in the development of intellect and character in young people as the botanist is in the growth of the plant, the teacher will place about the student the conditions for effort and offer an incentive to hard work.

Where there are two or more teaching the same subject, so far as possible, the student should be permitted to select his own teacher. There is much more incentive for a student to work when he likes his teacher. This is shown by his form of expression. He will say, schools are assembled and tested through living and working together. Allowing two years for college culture, for the development of manliness, and for full initiation into American college life, the period of selection might be expected to fall at the end of the sophomore year.

"I am going to my room to get out a lesson for Prof. Smith," or "Prof. Jones," or some other teacher. If the student has an affection for the professor he will work harder for him. Often the amount of hard work the student is willing to do is directly proportional to the esteem in which his teacher is held. Hence attractive personality in the professor is an important element in eliminating a tendency to idleness in the student.

If the teacher is himself methodical and lays out the work of the student in such a way that he feels strongly that he has a definite piece of work to do today and he knows that he will be very definitely tested tomorrow by his teacher before the students on this work in the class room, an otherwise indolent student will be spurred to work. One of the most stimulating teachers I ever knew could lay out a lesson in French so the student knew as precisely what he had to do in preparing his lesson in French as he did in his Mathematics. His students knew that he would test them before the whole class, and he and they would know exactly to what extent the student was prepared. The result was that it was rare that any student was unprepared. I remember well the first time this teacher gave to me the lesson for

the next day. He told precisely what he would expect and then remarked, "Get it so you will know it in fifty years."

The faculty should make the assumption when arranging the program of students, and in the class room as well, that the students are in college to give the great body of their time to the work of the curriculum. It is right and proper that a margin of time should be reserved for the various college organizations. The student receives a kind of training from such organizations that helps him in life and that the class room does not give him. But even these lose their force and training without the backbone of the college, the daily instruction under skillful and well equipped teachers. I remember the famous Dartmouth athlete, known as the "Indian," told me in sober earnest that it was "a good thing for an athlete to study some." It is a good thing for all the college organizations that their members study some. It should be the condition of membership in any or all college organizations that their members not only study some but maintain a creditable standing in their studies. It is the duty of the faculty to assume that the primary and chief reason why a student is in college is to carry on in a creditable manner the work of the curriculum, and to find means to make good this assumption.

Proper standards of admission rigorously insisted upon will help to eliminate from college undesirable students by never permitting them to enter. If the student comes to college well prepared it is reasonable to suppose that he has done good work and can be interested in something. He comes to college at seventeen or eighteen years of age. As a rule he has already

developed some likes and dislikes. One of the causes of idleness is eliminated if you have him begin his work in college by placing responsibility on him. This may be done by permitting him at least in part to select his own studies. The experience of the educational world, the special adaption of this experience to his individual case, joined with the opportunity for some freedom of choice, will give him a course which he can be led to feel is his own. The knowledge on his part that he is pursuing his own course, and that he is not entirely enslaved by an educational tradition, will make the conditions more favorable on the part of the student for hard work. I once heard one man say to another that he could "chaw wax if some one would bite it off for him." The average student, to continue the figure, likes to bite off his own wax. I have in mind a man who in college was the butt of all jokes in his class because of his failure to study his lessons in German and other prescribed subjects. His failure seemed sheer laziness. No amount of ridicule on the part of the teacher nor the pleasant raillery of his fellow students could make him study. But when he was allowed to select his subjects he would lead his class. His great interest centered in Chemistry and other subjects which afterwards served him as a physician. Many students cannot be interested and become industrious in things which they believe are not in anyway related with the work they are preparing to follow.

I studied in an institution which had largely a prescribed course of study. I taught in the same institution after its course of study was, under certain limitations, chiefly elective. I give only the common judgment of all those connected with the institution under both sys-

tems when I say that the latter system greatly increased the amount of work done by the average student and to a great extent eliminated the class of students under discussion.

The above are some of the conditions which I think necessary to give the student proper incentive to work. Something can be done by demerit marks, by private interviews, by moral suasion, by an appeal to the better side which every human being possesses. But the great force must be, next to the inborn qualities of the student, the personal influence of the teacher in and out of the class room, and the atmosphere of work of the whole institution. In general, if these conditions do not bring industry, then there must be elimination of idleness by eliminating the student himself from college. No college or university should undertake the work of the reform school.

When we come to the method of elimination from college of indolent students I have found the most direct method the best. I would always give a student fair warning so that he could not claim that it was his first offense. I would then simply tell the student that by his own acts he was no longer a student in the college or university. The burden is then upon him. If, however, later he can prove to me that he would make a good student, it is never too late to mend. By caring for the welfare of the individual student you usually care for the welfare of the institution. When I can no longer be responsible for such a student he may receive a new awakening by finding a friend who will stand responsible for him. I have not infrequently found students to do fairly good work after a case seemed hopeless when another student, often a fraternity brother of good standing, would believe in him and stand for him. If so, it is

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usually best to give the erring student another trial. I have known a student to work for a student friend who would not do so for himself or the faculty.

The knowledge on the part of the student that no student can ultimately remain in college in idleness will bring many to their senses, and will often make a poor student at least a passable one.

In conclusion permit me say that while every incentive and every device to make idle students workers should be carried out, in the opinion of the writer the college should be like a hive of bees. In the long run the workers should be encouraged and the drones driven out.

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